



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

Personal Best (Behaviour Policy)

	Position/Committee	Date
Prepared by	Deputy Headteacher: Progress and Experience	July 2019
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FOR WEBSITE



ILKLEY GRAMMAR SCHOOL

PERSONAL BEST

RATIONALE

All students enjoy being effectively rewarded for their efforts but also need clear guidelines in terms of expectations and what constitutes acceptable behaviour. The Personal Best strategy supports these as well as clear and effective communication between teachers, parents, carers and students.

The Personal Best strategy builds on good practice, is designed to give rewards a high priority and ensure consistency in these and in addressing indiscipline, in particular the lower level disruption that interferes with effective learning.

OBJECTIVES

- To raise progress and achievement even further
- To promote a positive learning environment where all students have the opportunity to achieve
- To raise the profile of recognising success and rewarding achievement
- To ensure clarity, consistency and fairness in both rewards and sanctions
- To promote choice: students should understand the consequences of the choices they make
- To support all staff, both new and experienced: there can be no opting out
- To optimise the use of ClassCharts in communicating positives and negatives electronically to all students, parents and teachers to ensure all stakeholders are involved in collective accountability with Personal Best
- To effectively manage more extreme negative behaviour, for example, the possession of weapons or drugs in or near school or on a school visit

GUIDELINES

The Personal Best strategy is set out in the Staff and Student Handbook and is reviewed and refined on a regular basis to ensure it is fit for purpose.

Contents:

- A Personal Best: Rewards and Sanctions
- B Mobile Phones / Smart Watches
- C Search Policy
- D Student Exclusion: Bradford Metropolitan Council Guidance
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APPENDIX: PERSONAL BEST POSTER FOR Y7-11 and POST 16

A: Personal Best Strategy

CLASSCHARTS – REWARDS AND SANCTIONS

Ilkley Grammar School prides itself on celebrating effort and achievement and recognising good behaviour. Good progress which has been achieved through effort and resilience is rewarded regularly through our behaviour information software programme, ClassCharts. All students, staff and parents can access live information throughout the day. It is incredibly powerful, and ensures joint accountability and most importantly, that rewards can be recognised in an open and transparent way, allowing parents and staff to congratulate students for their hard work and efforts as appropriate through awarding **POSITIVES**.

The flip side of positive reinforcement is when students do not make the right choices and a **NEGATIVE** may need to be awarded. (See Appendix for the poster which is displayed in all classrooms detailing how positives can be achieved and negatives are given). We are very clear with staff that positives are much more powerful than negatives and seek to ensure that the balance of these remains over five times more positive than negative where at all possible. Of course there are variations in this balance from student to student and there are many who only receive positives and never achieve a negative, but as a school we strive to accentuate and recognise where excellent effort or achievement have been shown.

PERSONAL BEST AWARDS

You will see from the poster in the appendix that reaching a certain number of positives within an academic year converts into a **Personal Best Award** where 200 positives equal a bronze award all the way up to 1000 positives for a Headteacher's Special Commendation. These are awarded as thresholds are reached throughout the year and at celebration assemblies as appropriate.

CELEBRATION ASSEMBLIES

Each year group will have a celebration assembly at the end of every term, when the presentation of Personal Best Awards will be given along with recognition at subject level and beyond.

Subject awards are given termly for outstanding achievement, progress or resilience. In addition at the end of the academic year, **colour badges** in each subject are given to the students who have really shone in that subject as recognised by their teacher. Colours can be worn on their blazers with pride.

Alongside this there are **Tutor awards, Head of Year awards, Attendance awards.**

There are also separate colours assemblies at the end of each year in PE to recognise outstanding achievement in particular sports and to recognise extra- curricular contributions.

PERSONAL BEST – VISION AND VALUES

As well as subject based rewards, students are also rewarded for their involvement in the activities they take part in both in and out of school as part of Personal Best Time. Ilkley Grammar School not only prides itself on the academic success of our students, but how they develop their skills and attributes in ways which are just as important to prospective employers and in the wider world and this is underlined by our vision that during our time with us students become;

- i) Successful students,
- ii) Excellent friends

iii) Exceptional citizens

Students collect evidence of their contributions to developing their tie values as listed in their Student Handbook and in assemblies and tutor time throughout the year, and demonstrating enrichment and extra-curricular participation over each year and can achieve:

- Level 1 (2 pieces of evidence to demonstrate skills in each tie value)
- Level 2 (4 pieces of evidence)
- Level 3 (6 pieces of evidence)

These are recorded within a Unifrog platform, and go towards credits similar to the ones described above within each year. However, it is a journey which lasts for the 7 years, and students can gain accreditation at Apprentice (5 points – roughly equivalent to Level 5 over 2 years), Graduate (8 points) and Master (12 points).

At the end of the academic year there will be **Special Personal Best Cup** awarded to the one student in each year group who has demonstrated the most impressive contribution to developing their personal skills and exemplifying the vision of Ilkley Grammar School and the tie values of that particular year, making a superb contribution to the school and others as well as their own skills.

PRESENTATION EVENINGS

These will be held every academic year after the publication of formal GCSE and A Level results to recognise effort, achievement, progress and improvement and celebrate exam success. A snapshot of the best of this examination success, in terms of progress made from starting points as well as achievement, is on display in our foyer, where photographs of students celebrate their success.

CHALLENGE AND CELEBRATION WEEK

This 4 day programme of activities, which are bespoke to each year group, takes place in July for everyone who has worked hard, demonstrated positive attitudes over the year and made the right choices. Students who have received repeated serious sanctions which may have excluded them from lessons for example, will not be able to participate in the year group activity but will take part in alternative challenges in school. This 'choice and consequence' is clearly communicated to all students in assemblies at the beginning of the academic year. For students who may have a bad start to the year, but then turn it around and make more right choices than wrong ones, there is an opportunity to complete 'community service' in order to prove their commitment to positivity and buy back the right to attend C&C week. We will deal with these on an individual basis and with regard to the Health and Safety of all students.

Choice and Consequence

- At Ilkley Grammar School we expect students to work hard and behave well in order to make sure they get the best out of school.
- We expect students to follow the school's expectations at all times.
- Students who choose not to follow these expectations will be sanctioned in line with our internally developed ABC – Actions Bring Consequences. This is a guideline to enable all staff to be consistent with sanctions as far as possible.

In lessons (ABC)

- If a student's behaviour is unacceptable the teacher will give a clear verbal warning in order for the student to rectify their behaviour. If this does not happen a suitable negative (such as a Behaviour comment or Insufficient Work comment) is issued on ClassCharts. Continued unacceptable behaviour in that lesson may result in a further negative being entered

- If after clear warnings and comment(s) the behaviour does not improve the student will be moved, either to another seat within the room, or outside for a brief cooling off period during which the teacher should have a one to one conversation if possible in order to discuss expectations and consequences.
- Further unacceptable behaviour will require the student to be removed to another room – called a transfer, and also entered on ClassCharts. A 30 minute after school detention will be issued automatically by CC where transfers become necessary.
- If a student accrues a specific number of negatives in any one variety within a specific timeframe, (as demonstrated by the ClassCharts poster and below) CC will automatically issue a 30 minute after school detention as follows:

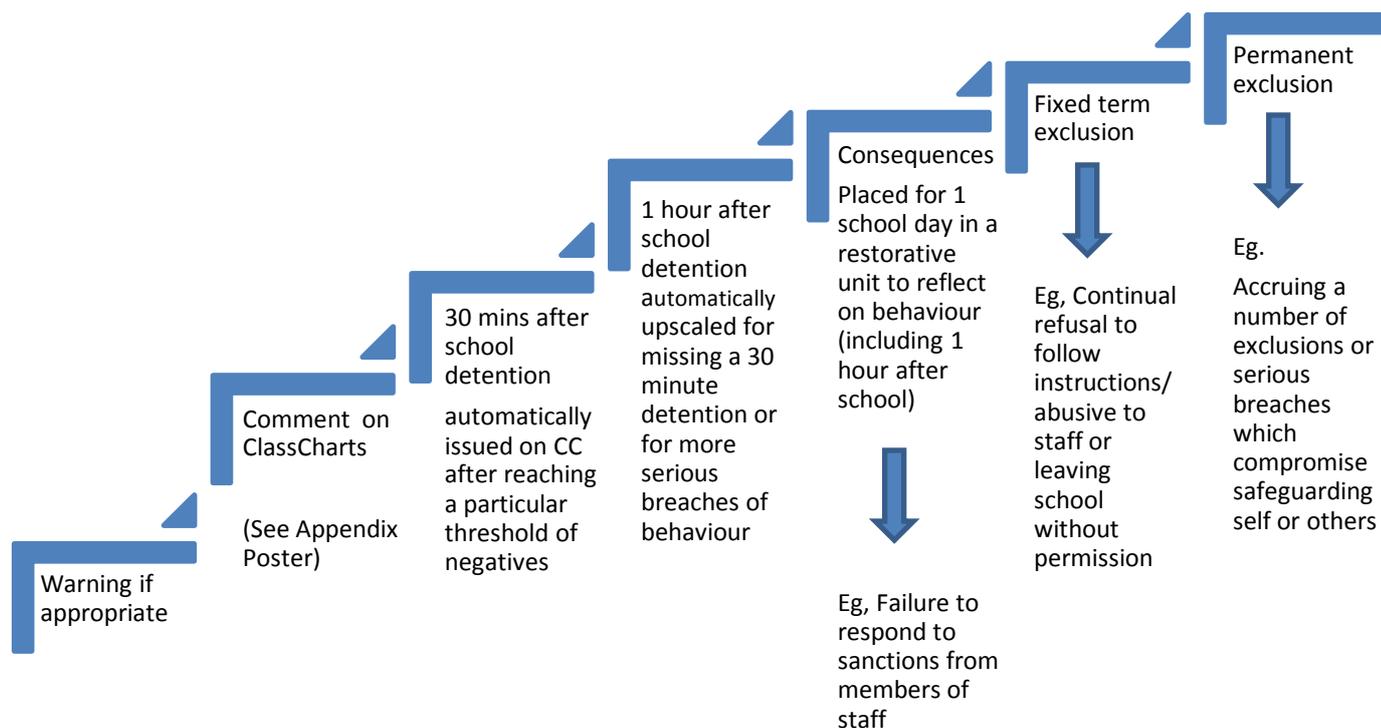
- B (Behaviour): 3 in a half term from a particular subject
- L (Late) : 4 lates to lessons within a fortnight cycle
- U (Uniform): 3 in a week
- E (Equipment): 3 in a week
- W (Insufficient Work): 3 in a half term
- A (Around School Issue): 3 within a fortnight cycle
- iP (Misuse of iPad): 3 within a half term and restrictions advised
- MP (Misuse of Mobile phone) 3 within a half term and parental letter warning of ban
- MP2 (Further misuse) Further 3 within the same half term and mobile ban
- PE (No PE Kit): 3 within a half term
- H (Homework): 2 within a half term
- T (Transfer): 1

Sanctions can also be given for a one off misdemeanour which doesn't necessarily fit into the above by the pastoral teams.

- Failure to attend a subject detention will result in an after school 60 minute detention.
- Failure to attend the 60 minute detention will result in having to spend a day in our Consequences Unit for a whole day until 4pm.
- Frequent after school detentions may lead to a Head of Year Contract.
- Persistent failure to meet our expectations will mean isolation and a Leadership Team Contract. This may jeopardise a place on Challenge and Celebration Week.

It is of course possible that students will receive detentions, a period in 'Consequences', or exclusions for one-off serious breaches of discipline in or out of class (see Appendix D). For the purposes of consistency and clarity regarding these incidents, our ABC (Actions Bring Consequences) system helps to guide staff in issuing sanctions. This is a comprehensive, but not exhaustive reference point for unacceptable behaviours, for example, a consequence of a student refusing to work in 'Consequences' in the hierarchy as seen below can only lead to a Fixed Term Exclusion. However, as a result of making this choice, the student will be expected to complete the day on return.

THE HIERARCHY OF SANCTIONS – with examples for higher tariff sanctions



The school continues to work with commitment with students and their families in order to provide suitable preventative measures to improve behaviour and in conjunction with our ABC (Actions Bring Consequences) system. As such our Consequences room (previously called isolation) now has a slightly different focus in that students are asked to complete a reflection sheet about why they have been placed in there, and how to move forward positively after spending time within the unit.

We are part of the ‘Three Valleys Behaviour and Attendance Collaborative’ (BAC) in conjunction with other local secondary schools and we have good access to alternative arrangements for those who have received a fixed term exclusion on more than one occasion, or for whom there are significant concerns, and who therefore might benefit from other interventions and support. We are therefore able to offer a range of opportunities; for example, a fresh start at another school (managed move) or external provider (Pupil Referral Unit – PRU and Behaviour Support Unit – BSU) in addition to the supportive measures our pastoral teams can offer through making referrals to outside agencies.

B: Mobile Phone / Mobile Device / Smart Watch Policy

RATIONALE

To support safeguarding, students may bring their mobile phones to school; they may however only be used at appropriate times and in appropriate places. Following a consultation with students, parents and staff, students are only allowed to use their mobile phones for recreational use at lunchtime outside and not in any buildings. If it is a wet lunch where students need to be inside they may be used, but not in B Hall, the Courtyard Café or other dining areas. Students must have regard for their safety in school and must only use them when stationary and not whilst they are walking around, or in queues or on the Courts. The use of personal headphones in devices is not allowed unless permitted within a lesson. Teachers may also give permission for mobiles to be used as a learning device as appropriate within lessons.

Mobile phones must be kept off and in bags with the exception of lunchtime. Mobile phones seen or heard at any other time after the first bell at 8.25am to the last bell (or until released from school) will result in a negative.

Failure to follow these instructions will result in negatives being issued as follows:

- 3 mobile phone negatives in a half term = half an hour detention and letter sent to parents warning of possible future ban
- 3 further mobile phone negatives = detention, phone placed in hub and ban for the rest of the term

Parents and students must understand that school cannot accept any responsibility for the loss or theft of any phone / mobile device / smart watch or earphones etc. accompanying electronic equipment.

OBJECTIVES

1. To support student safety and well-being.
2. To ensure phones / other mobile devices are not used inappropriately, ie: for inappropriate texting, photographing staff or other students without consent.
3. To ensure that phones / other mobile devices do not disrupt learning and are not used during lesson times unless at the teacher's request.
4. To permit use by students only in their own time outside of classrooms at lunchtimes.
5. To promote student responsibility for their own valuable property, if a phone / other mobile device is voluntarily brought into school.

GUIDELINES

- Phones, mobile devices or smart watches must not be taken into examinations; if necessary they must be left, switched off, in the care of the teacher or invigilator concerned. Students can have their exams cancelled if they are caught in possession of a phone, mobile device or smart watch etc. in a public exam and they must be aware that the same applies if a phone / other device rings in a bag or elsewhere in the room and disturbs the exam.
- Phones / mobile devices that are designed to take photos may not be used to photograph, video or record staff or lessons without staff consent; students must not photograph, video or record other students outside of lessons / in the buildings without their consent.
- Students must not, for health and safety reasons, move about the school site with headphones / airpods in either listening to music or participating in calls if it is absolutely necessary. If students are making calls from their phones, they should do so in a stationary position in order to safeguard themselves and others from the risk of accident.

C: Search Policy

Ilkley Grammar School is committed to safeguarding and promoting the welfare of the members of its community. There may be occasions when it becomes necessary to search the person or the belongings of a student. These instructions set out the circumstances in which such searches can be carried out and the means by which they should be done, in accordance with the Education and Inspections Act 2006 and DfE Guidance for Schools on Searching, Screening and Confiscation (February 2014).

In the general course of school life, given students' good conduct overall and taking into account the very good relationships between students and staff, it is unlikely that searching students will be necessary. There are however some occasions when it might be for example, if drug or weapon possession is suspected; at those times, this policy should be followed.

Objectives

- To ensure the safety of students and staff
- To carry out any search fairly and according to the law
- To ensure records are kept of any search where possible, according to the law

Guidelines

Those in the school who can carry out any such search are members of the Leadership Team or the Head of Year of the student. In exceptional circumstances members of the Leadership Team may authorise others to carry out such a search.

This policy also applies to school trips or residentials where school rules are in force, where the most senior person present would conduct the search. In all circumstances the consent of the student to any search should be requested. A second adult witness should always be present. At least one member of the search pair of staff should be the same gender as the student where possible.

Banned items

The following items are banned from schools:

- Knives or weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco, cigarette paper and lighters
- Electronic cigarettes
- Fireworks or firecrackers
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

Essentially there are two types of search: those with consent and those without consent. These searches are outlined below:

Searching with Consent

- Authorised school staff can search students with their consent for any item which is banned by the school rules.
- Schools are not required to have formal written consent from the student or parents for this sort of search – it is enough for the teacher to ask the student for them to turn out their pockets or if the teacher can look in their locker or bag.
- If the student refuses to comply, this is not necessarily an admission of guilt; however the matter should be referred to a member of the Leadership Team.

Searching without consent

- Items that can be searched for under these powers include knives, weapons, alcohol, illegal drugs and stolen items (referred to as prohibited items).
- The search should always be carried out in the presence of another adult witness; at least one member of staff should be the same gender as the student wherever possible and especially in the case of searches of items of clothing/personal belongings.
- The search may be carried out if there are reasonable grounds of suspecting that a student is in possession of a prohibited item.

Searching a Student's Person

- If a student is suspected of carrying a prohibited item they should be asked, in the presence of a second adult witness, to turn out their pockets.
- Authorised staff should not touch the student but are allowed to ask them to remove any outer clothing in order to conduct the search. (Outer clothing refers to any item which is not immediately touching the skin.).
- If this fails and possession of such items is still strongly suspected, they should then be told that the police will be called, who are allowed to conduct a personal search if they believe that a crime has been committed.
- Parents or carers need to be informed of the search irrespective of the outcome.

Searches of a Student's Personal Property

- There may be circumstances in which a member of staff wishes to search a student's personal property, such as a bag, mobile phone or locker.
- Under common law powers, if a student consents, any item may be searched for.
- If a student does not consent to a search, it is only possible to search for the prohibited items listed earlier.
- Any such search must be witnessed by a second adult and, ideally, the student. It is strongly advised that proper records should be kept of any searches.
- Parents or carers need to be informed of the search irrespective of the outcome.

Searches of School Property

- Those authorised to carry out searches may search school property, such as a student's locker, if they believe illegal drugs or weapons or stolen property to be stored there. Prior consent can be sought, but individuals should be made aware that the school may still proceed with a search even if consent is refused. The decision to go ahead in such circumstances would have to take into account the likelihood of an offence having been committed. A second adult witness should always be present and, if possible, the student concerned.

- For less serious items, the same rules apply as above, but the extent and nature of the search should be proportionate to the value of the item sought and the likelihood of the item being found. Great care must be taken to avoid persistent targeting of individuals where allegations of victimisation or discrimination might arise.
- Forcible entry into locked school property is only justified in extreme circumstances and would also need the authorisation of the Headteacher or member of the Leadership Team.
- Parents or carers need to be informed of the search irrespective of the outcome.

General power to confiscate

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. Where the person finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include new psychoactive substances or 'legal highs'. If school staff are unable to identify the legal status of a drug, it should be treated as a controlled drug and police intervention should be sought.

School Trips

- This policy on searches of students and their belongings applies at all times, irrespective of whether the student is at the school or on a non-residential, or residential, trip, outside Ilkley Grammar School

There may be occasion to carry out a search on a school trip. If this occasion arises, the adult in charge of the trip should make an effort to contact either the Head or a member of the Leadership Team. If this proves impossible and the circumstances are such as to make a search necessary, the adult in charge is empowered to carry out such a search, following all the above procedures. A second adult should act as a witness. Full notes must be kept and an incident report submitted in due course.

D: Student Exclusions: Bradford Metropolitan Council Guidance

Only the headteacher (including acting headteacher) may exclude a student. This may be for a fixed period up to a maximum of 45 days in any school year, or permanently. Lunchtime exclusions count as a half-day fixed period exclusion.

Students at Risk of Exclusion

Where a student is at risk of exclusion, the headteacher should ensure that an appropriate support package and the Home/School Agreement are operational, and that parents/carers have been regularly involved. Detailed written records of any incidents involving the student must be kept.

Investigating the Incident Leading to Exclusion

- **Before making a decision to exclude** the headteacher must have undertaken a full investigation to establish precisely what happened and the extent of the student(s)'s involvement. This may involve investigating whether the incident appeared to be provoked by racial or sexual harassment.
- The investigation will involve taking **written statements from all involved** and from witnesses. The statements must be signed and dated.
- It is essential that the alleged **perpetrator** is given the opportunity to give his/her version of events, even if s/he is out of school.
- In establishing the facts and coming to a conclusion as to the student's culpability, there must be **very strong evidence** that the alleged conduct occurred and that the student was responsible.

Excluding the Student before the Investigation is Completed

Immediate action may be needed where a serious incident has occurred even though the investigation may still be ongoing. In these cases it is recommended that the student be excluded for an initial fixed period to enable the investigation to be completed. If this is the case the letter to the parents must indicate this is the reason for this fixed-period exclusion. Once the investigation has been completed, the headteacher must decide whether to convert the exclusion to a permanent exclusion.

Police Involvement

- Where the incident warrants police involvement, the police should be contacted as necessary. Headteachers should also consider whether or not to inform other agencies e.g. Youth Offending Team (YOT), Children's Social Care (CSC).
- It may be appropriate to initially exclude the student for a fixed period.
- Where there is a possibility that the police may take legal proceedings, the headteacher should first check with the police before interviewing the witness and student(s) suspected to be involved in the incident.

Once the extent of the student's culpability has been established it will be necessary to decide whether exclusion is the appropriate sanction. All exclusions must be in line with the School Discipline Policy (Personal Best) and any other relevant policy such as the school's published policy on drugs. If not, the exclusion may be overturned by the PDC (the Governors' Student Discipline Committee) or by the Appeal Panel.

Provided the sanction is consistent with the policy, different sanctions may be applied to different students depending on the extent of their culpability, their previous disciplinary record and any contrition they show.

Regard must also be had to the School's Equal Opportunities Policies, where applicable the Race Relations Act 1976, as amended, and the Disability Discrimination Act 1995, as amended.

Permanent Exclusion

The DfE guidance states that to permanently exclude a student is the final step in the school's disciplinary process and it should normally be used as a last resort.

The DfE guidance acknowledges that exceptionally, permanent exclusion may be appropriate for a one-off/first time offence involving serious actual or threatened violence, sexual abuse or assault, supply of an illegal drug and carrying an offensive weapon. In all other cases exclusion should only be used when other strategies and sanctions have failed.

The DfE guidance specifically states that a decision to permanently exclude a student should only be taken:

- where there has been a serious breach of the School Discipline Policy;
- where allowing him/her to remain in school would seriously harm the education/welfare of the students/staff.

Alternative Strategies to Exclusion

Before excluding, in most cases, a range of alternative strategies should be tried. These strategies are mainly concerned with early intervention for disruptive, disaffected and emotionally-disturbed students. They may include:

- using a restorative justice process, which enables the offender to redress the harm that has been done to the 'victim, and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise lead to exclusion;
- internal exclusion, which can be used to diffuse situations that occur in school that require a student to be removed from class, but may not require exclusion from the school premises. The exclusion could be to a designated area within the school, with appropriate support, or to another class on a temporary basis, and may continue during break periods;
- working with parents;
- Learning or Behaviour Support Units;
- calling a multi-disciplinary meeting including outside agencies
- mentoring
- dis-applying the National Curriculum

- work-related learning and work experience for 14-16 year olds
- encouraging involvement in voluntary service and community activity;
- assessment places for Key Stage 3 students at PRUs
- involving external providers
- a managed move. If a school feels that it can no longer manage the behaviour of a particular student, the school may ask another school to take over his or her education. This should only be done with the full knowledge and co-operation of all parties involved, including the parents, in circumstance where it is in the best interests of the student concerned. Parents should never be pressured into removing their child from school under threat of a permanent exclusion, nor should students be deleted from the school roll to encourage them to find another school place.

Support Programmes / Early Help

Students who do not respond to school actions to combat disaffection may be at serious risk of permanent exclusion or criminal activity. **Teachers should actively identify such young people. Each one will need a plan worked out with external agencies and parents where possible.** It is important that students who are in this situation have a full package of support in school detailed on the school Provision Map Software in order to coordinate this effectively and communicate clearly with agencies and parents

What is the Early Help procedure?

It is a school-led intervention programme to help individual students better manage their behaviour. A nominated member of staff should oversee this. It should identify precise and realistic behaviour outcomes for the student to work towards. It should involve outside agencies where necessary.

It should be short and practical and administration should be kept to a minimum. It does not replace an IEP or the SEN assessment process. A meeting should still be called involving all staff, external agencies, voluntary groups who have an involvement with the student, and her/his family.

When to operate Early Help

It should be set up automatically for a student:

- who has had several periods of fixed-term exclusion; or
- who has been identified as being at risk of failure at school through disaffection;

How to set up a Early Help

The school should invite:

- the parents;
- the nominated member of staff;
- any relevant outside agencies/voluntary groups;

to discuss the cause for concern and what action is needed. The nominated member of staff should draw up a programme with agreed and realistic targets, deadlines and timescales.

When Not To Exclude

It is unlawful for schools:

- to send a student home unofficially and ask parents to return them to school after they have 'cooled down';
- to insist that parents attend a meeting in school prior to the student's re-admission back into school following a fixed-period exclusion.

Exclusion should not be used for:

- minor incidents such as failure to do homework or for not bringing dinner money;
- poor academic performance;
- lateness or truancy;
- pregnancy;
- breaching school uniform policy including hairstyles or wearing jewellery (unless there is persistent and open defiance of such policies);
- punishing students for the behaviour of parents, eg by extending a fixed-period exclusion until the parents agree to attend a meeting;
- refusing to sign a Home/School Agreement and failure to comply with the conditions of a Home/School Agreement.

When to Exclude

A decision to exclude a student should be taken only:

- in response to serious breaches of the school's Behaviour Policy; **AND**
- if allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Types of Exclusion

Only the headteacher (or, in the absence of the headteacher or teacher in charge, the most senior teacher who is acting in the role) can exclude a student.

There are three types of exclusion:

- fixed period, lunchtime and permanent.

Fixed Period – the law allows headteachers, or teachers in charge of a PRU, to exclude a student for up to **45 school days in any one school year**. However individual exclusions should be for the shortest time necessary, bearing in mind that exclusion of more than a day or two make it more difficult for the student to re-integrate into the school.

The school should set and mark work during the period of exclusion and make appropriate arrangements with parents/carers for its collection and return. Schools must re-admit a student the day after the conclusion of a fixed-period exclusion. It is recommended, as good practice, to draw up a revised PSP to highlight the particular needs of the student.

The school must provide full time education after the sixth day of a fixed term exclusion. For a permanent exclusion it is Bradford Metropolitan Council's responsibility to provide full time education. When the total number of fixed-period exclusions has reached 45 days, no further

fixed-period exclusions can take place. Furthermore, the exclusion does not automatically convert into a permanent exclusion.

Lunchtime – students whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is a fixed period exclusion (equivalent to one half school day) and should be treated as such. Parents have the same right to information and to make representations. A lunchtime exclusion for an indefinite period, like any other indefinite exclusion, is unlawful.

Arrangements should be made for students who are entitled to free school meals; this may mean providing a packed lunch. The Secretary of State does not expect to see lunchtime exclusion used for a prolonged period. In the long run, another strategy for dealing with the problem should be worked out.

Permanent – this is the final sanction available to a school. It is for schools to decide when to fixed-period or permanently exclude in accordance with the sanction set out in their Discipline/Behaviour Policy.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

‘Permanent Exclusion for Exceptional Circumstances/‘One-Off’ Offences

There will be exceptional circumstances where, in the headteacher’s judgement, it is appropriate to permanently exclude a child for a first or ‘one-off’ offence. These might include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon.’

Taken from the Student Exclusion Manual: Education Bradford

Schools should also consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies e.g. Youth Offending Team, Social Workers, etc.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being or the school community. Alternative provision will not be appropriate in these cases as the student still has the right to return to school if not permanently excluded.

Permanent Exclusion For Persistent and Defiant Misbehaviour, Including Bullying (which would include racist or homophobic bullying, or supplying an illegal drug on school premises)

The Decision to Exclude

Permanent exclusion should only be used:

- in response to serious breaches of the School Discipline Policy;

- if allowing the student to stay at the school would seriously harm the education or welfare of other students or staff.

The decision to permanently exclude should normally be used as a last resort – in most cases a range of alternative strategies must have been used.

Provided the exclusion is consistent with the School Discipline Policy and, where applicable, other related policies such as the school’s Drug Policy, different sanctions may be applied to different students depending on the extent of their participation, their previous disciplinary record and any contrition they show.

Persistent Misbehaviour

Where persistent and defiant misbehaviour still persists despite the application of appropriate sanctions and the use of alternative strategies, then the stage may be reached when permanent exclusion is appropriate should there be further repetition of this behaviour. The headteacher may conclude that allowing the student to stay at the school would seriously harm the education (or welfare) of other students or staff.

In these cases, it is important that the final or ‘trigger’ incident is sufficiently serious, when taken together with the student’s previous disciplinary record, to warrant permanent exclusion.

The important factors to bear in mind in these cases are as follows:

- the School Discipline Policy must specifically provide for exclusion in these circumstances;
- no assumption of culpability should be made based on the student’s track record;
- as in all cases, an impartial investigation must be undertaken to determine the extent of the student’s culpability;
- alternative strategies must have been explored and, where appropriate, tried;
- full records of the previous behaviour, the sanctions applied and the strategies used must be kept;
- the decision letter must explain that the decision to exclude was based not just on the final incident but also taken into account the student’s previous disciplinary record. Reference should be made to previous sanctions applied and strategies used;
- the decision letter could also specifically state that the headteacher considers that, in view of the student’s persistent defiance of the School Policy, the headteacher allowing the student to stay at the school would seriously harm the education (or welfare) of other students (or staff), as the case may be.

The Secretary of State would not normally expect the Governors’ Student Discipline Committee or an Independent Appeal Panel to re-instate the student where persistent and defiant misbehaviour, including bullying, or repeated possession and/or use of an illegal drug on school premises, has been established.

NB Permanent exclusion should not be imposed in the heat of the moment. It is advised that a student suspected of a serious offence, on the immediate evidence available, be fixed-period excluded. This will remove the threat to the safety of others in the school and allow time for a full investigation to be carried out.

STUDENTS AT RISK

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

Statutory guidance on identifying, assessing and making provision for students with SEN, including those with behavioural, social and emotional needs, is given in the Special Educational Needs Code of Practice. Schools must have regard to this guidance. School Governing Bodies have a statutory duty to do their best to ensure that the necessary provision is made for any student who has SEN.

Other than in the most exceptional circumstances, schools should avoid permanently excluding students with Statements. They should also make every effort to avoid excluding students who are being supported under the Special Educational Needs Code of Practice, including those at SEN K and for those who are being assessed for a Statement or already hold an EHCP. The support in place for such students will be fully detailed on Provision Map in order to track the extra support already in place for that child in order to review this effectively. In most cases, parents will be aware that the school is having difficulty managing a student's behaviour well before the situation has escalated. Schools should try every practicable means to maintain the student in school, including seeking Bradford Metropolitan Council and other professional advice and support or, where appropriate, asking the Bradford Metropolitan Council to consider carrying out a statutory assessment.

Students with an EHCP should not normally be permanently excluded. In the first instance, schools should make a fixed-period exclusion and involve their SEN Officer to call an urgent review meeting to look at the Statement.

SEN Partnership. The Parent Partnership should also be able to provide details of voluntary agencies that offer support to parents, including those that can offer advice concerning exclusions. Provision Map should help detail what is already in place within school so that further support beyond this where possible can be investigated.

Disabled Students

Schools have a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled students by excluding them from school because of their disability (for a fixed-period or permanently). The definition of disability under the Act covers students with physical, sensory, intellectual or mental impairments.

Discrimination means treating disabled students 'less favourably' than other students without justification. It also means failing to take 'reasonable steps' to ensure that disabled students are not placed at a substantial disadvantage compared to their non-disabled peers. What constitutes a reasonable step will depend on the circumstances of each case.

The Disability Rights Commission has a Code of Practice, which explains and illustrates schools' duties to disabled students, including in relation to exclusions decisions or appeals are strongly recommended to read the Code of Practice, along with the Equality Act 2010.

Appeals against permanent exclusion, where discrimination is alleged to have taken place, or the disabled student has been placed at a substantial disadvantage by the exclusion procedures, will be heard by the Independent Appeal Panel. Claims alleging discrimination in respect of fixed-period exclusions will be heard by the SEN and Disability Tribunal. Schools will be required, in disability discrimination claims to demonstrate that their actions are justified and that there are no reasonable adjustment to their policies and practice they might have made to prevent the incident which led to the exclusion. Since many disabled students will also have special educational needs,

schools may wish to consider the action they have taken to address those needs in this context. Schools are strongly advised to take legal advice as a matter of urgency where discrimination is alleged.

Children in Public Care

As children in public care are especially at risk of low attainment in school, schools should be especially sensitive to exclusion issues where these children are concerned. Schools should try every practicable means to maintain the child in school and should seek Bradford Metropolitan Council and other professional advice, as appropriate. Social Services should, in all cases, be involved at the earliest opportunity in working with the school to avoid the need to exclude the student.

Race Relations

Schools have a legal duty to have due regard to the need to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups. Support and advice is available from the Diversity and Cohesion Team at Bradford Metropolitan Council who also monitor the Racial Incident Reporting Forms, a statutory requirement for all schools.

Schools must take steps to ensure that they will not discriminate against a student on racial grounds when making a decision about whether to exclude a student. Schools should therefore monitor and analyse exclusions by ethnicity to ensure that they do not treat some groups of students more harshly than others. Schools must assess whether policies that lead to sanctions including exclusion, have a disproportionately adverse impact on students from particular racial groups. If adverse impact is identified, then the policy and practice should be revised.

Schools should ensure that all school staff and governors are fully trained to understand how their own perceptions, values and beliefs affect their behaviour and therefore their interaction with students from minority ethnic backgrounds. Good connections between schools and community groups and open discussion within schools can greatly help to facilitate this.

Headteachers (and PDC and Appeal Panel members) are advised to read:

- The Equality Act 2010

Drugs Related Exclusions

Each school's Discipline Policy or Drugs Policy should specify the sanction for possession and/or supply of illicit drugs; the policy should spell out whether the same sanctions would apply to substances purporting to be illicit drugs.

The DfES guidance "Improving Behaviour and Attendance", acknowledges that it can be appropriate to permanently exclude a student supplying an illegal drug even though this is a first or 'one-off' offence; however, this should be clearly spelt out in the School Discipline Policy or Drugs Policy.

E: Knives or other offensive weapons in or near school

There has been a great deal of media attention focused on the issue of teenage knife crime in particular. Although West Yorkshire and Ilkley, and Ilkley Grammar School in particular, do not experience the knife culture of other areas, we are not complacent.

The Law

- It is illegal to carry any knife if there is intent to use it, even defensively, as a weapon, even if the knife belongs to someone else.
- Police can and will search someone if they believe they are carrying a knife. Police and school staff can also search young people for weapons in school.
- Carrying a knife could mean being arrested, going to court and ending up with a criminal record or even a prison sentence. This can affect the rest of someone's life. Having a criminal record can prevent that person getting a job, going to university or college or even travelling abroad to some countries.

We expect parents to support their children, and us, in helping their child make the right choice and, in talking to them, in looking out for concerning signs, and in reminding them that they should always walk away if confronted with the threat of violence.

If a student is believed to be in possession of a knife or there is sufficient evidence that they have had a knife, or any other offensive weapon (for example, a baseball bat) where there is evidence that it could be or has been used to threaten or cause violence, the following guidelines will apply:

- a search will be conducted
- an investigation will be instigated to gather evidence and establish facts
- reference made to Bradford Metropolitan Council and their advice and guidance
- where there is evidence of possession, parents/carers will be contacted and the police informed and there will be a recommendation for permanent exclusion
- the Chair of Governors will be contacted and informed

'Permanent Exclusion for Exceptional Circumstances/'One-Off' Offences

There will be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:

- serious actual or threatened violence against another student or a member of staff;
- sexual abuse or assault;
- supplying an illegal drug;
- carrying an offensive weapon.'

Taken from the Student Exclusion Manual: Education Bradford

F – Drugs and Alcohol

The policy at Ilkley Grammar School endorses the DfE line:

'Illegal drugs have no place in schools.

It is vital that schools send a clear message to the whole school community that the possession, use or supply of illegal and other unauthorised drugs within school boundaries is unacceptable.'

DfE – Drugs: Guidance for Schools

In the case of Ilkley Grammar School, 'school boundaries' incorporates:

- the school site
- in the vicinity of the school
- out of school at lunchtime
- on school buses and buses/other public transport to school
- college and work placements, including work experience
- school visits, including those in holiday time

'A decision to exclude a child permanently is a serious one. Permanent Exclusion should usually be the final step in the process for dealing with disciplinary offences after a wide range of other strategies have been tried without success. Supplying an illegal drug is a serious breach of school rules and it may be one of the exceptional circumstances where the Headteacher judges that it is appropriate to permanently exclude a student, even for a one-off or first time offence.... Where students are permanently excluded for supplying an illegal drug, repeated possession and/or use of an illegal drug on school premises, the Secretary of State would not normally expect the governing body or an independent panel to reinstate the student.'

DfE – Drugs: Guidance for Schools

Any decision will be based on a thorough investigation, the needs of any individual involved and the wider welfare interests of the student body in school.

Drugs are those that:

- ❖ are legal such as alcohol, tobacco and solvents;
- ❖ over the counter and prescribed drugs;
- ❖ controlled substances (illegal drugs or substances purporting to be illicit) such as cannabis, ecstasy, heroin, crack / cocaine and LSD

Drugs, other than those prescribed for legitimate medical use, must not be brought on to School premises and must not be bought, sold or otherwise obtained on school premises. These regulations also apply to any location on school visits.

- Possessing or using alcohol or tobacco on school premises or in the vicinity of the school is not allowed
- Students found smoking cigarettes on or near the school premises will be subject to investigation and will normally be placed in isolation; for repeated offences they may be excluded from school.
- Any student suspected of being part of activities involving controlled substances (illegal drugs) or found in possession of controlled substances on school premises or in the vicinity of the school will be subject to a detailed investigation and will be excluded from

school. *Where there is evidence that this is not a first offence and there are no extenuating circumstances, there will be a recommendation for permanent exclusion.* A student's parent or carer will normally be informed of any drug-related incident.

- Any student found to be supplying i.e. offering to sell, giving, actually selling, obtaining on behalf of others or trading controlled substances (illegal drugs) for something of value or possessing with intent to supply another person *the student will be recommended for permanent exclusion.* The school's view of the offence is the same whether the offence occurs on school premises or not.
- The police will always be informed of any controlled substance incidents.
- The Chair of Governors will be informed.
- All the above apply to any location visited while on a school trip.
- The School will act with sensitivity towards any member of the school who wishes to seek help to overcome a drug-related problem.

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HEADTEACHER'S
SPECIAL
COMMENDATION

Good Progress	Effort	Resilience	The Extra Mile	Excellent Participation	High Quality Work	High Quality Homework	Outstanding Leadership	Extra-Curricular	Excellent Citizen	Tutor Award	Head of Year Award



PERSONAL BEST:
POSITIVES & NEGATIVES

Lateness to Lesson	Behaviour (B)	Uniform Issue (U)	Lack of Equipment	Around School Issue	Misuse of iPad	Misuse of Mobile	Insufficient Work in Lesson (W)	No PE Kit	Homework (H)	Transfer (T)
4 in a fortnight	3	3 in a week	3 in a week	3 in a fortnight	3	3	3	3	2	1

NUMBER NEEDED FOR CONSEQUENCES, USUALLY IN A HALF TERM



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Successful Learners Confident individuals Responsible citizens

**1000
HEADTEACHER'S
SPECIAL
COMMENDATION**

									
P16: Deep Thinking & Analysis	P16: Support... Others	P16: Additional Independent Learning	P16: Resilience	P16: Responding Well to Feedback	P16: Excellent Citizen	P16: High Quality Homework	P16: High Quality Work	Outstanding Leadership	Tutor Award



				
P16: Missed Deadline	P16: Insufficient Work in Study Periods	P16: Lack of Respect	P16: Uniform Issue	P16: Unequipped for Learning



POST 16 PERSONAL BEST



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Successful Learners	Confident individuals	Responsible citizens
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